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ABSTRACT

This report reviews legislatively mandated linkages between prime sponsors and local education agencies (LEAs) in providing employment, education, and training for youth. The legislation discussed includes (1) the 1977 Youth Employment and Demonstration Projects Act (YEDPA), (2) the Young Adult Conservation Corps, (3) the Youth Incentive Entitlement Pilot Projects, (4) the Youth Community Conservation and Improvement Projects, and (5) the Youth Employment and Training Program. Senate and House bills for continuation and revision of the Comprehensive Employment and Training Amendments (CETA) of 1978, which incorporates YEDPA, are discussed. Highlights are presented from a series of Department of Health Education and Welfare/Department of Labor workshops for prime sponsors and representatives of LEAs to provide information and to encourage collaboration on projects authorized under YEDPA. Participants' view on implementing collaboration, career development, work experience, and academic credit are reported. Various examples are provided to demonstrate the Work-Education Consortium Council's involvement in assisting CETA/LEA collaboration, involvement with LEAs and involvement with CETA prime sponsors. The appendix contains relevant sections of Title IV--Youth Programs of the Comprehensive Employment and Training Amendments of 1978. (CSS)

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COMMUNITY EDUCATION-WORK COUNCILS AND CETA-SCHOOL COLLABORATION UNDER YEDPA

Prepared for

The Work-Education Consortium Conferences on
ENHANCING EDUCATION-WORK TRANSITIONS FOR YOUTH:
THE COMMUNITY COLLABORATION APPROACH

Center for Education and Work
National Manpower Institute

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

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COMMUNITY EDUCATION-WORK COUNCILS AND CETA-SCHOOL COLLABORATION UNDER YEDPA

Introduction -- Legislative Mandates

One of the major goals of the Youth Employment and Demonstration Projects Act (YEDPA) of 1977 is to improve the linkages among employment, training, and education services available to youth. At the national level, the Secretaries of Labor and HEW are required to make suitable arrangements for the granting of academic credit to participants in projects of the Young Adult Conservation Corps (Title I).

At the local level, under the Youth Incentive Entitlement Pilot Projects (Title II, Subpart 1), which authorize jobs for in- and out-of-school youth, the prime sponsor must arrange with the appropriate local education agency (LEA) for documentation that participating in-school youth are meeting minimum academic and attendance requirements of the school, and that out-of-school enrollees are being encouraged to return to school. LEAs must also provide employment opportunities for youth enrolled in these programs, and consult with prime sponsors concerning the development and implementation of projects.

The Youth Community Conservation and Improvement Projects (Title II, Subpart 2) mandate that training and work experience be coordinated with school-related programs in regard to both content and scheduling of courses, and that academic credit be awarded for the work experience.

The Youth Employment and Training Program (YETP) (Title II, Subpart 3), authorizes comprehensive services for youth 14 to 21, both in- and out-of-school. A minimum of 22 percent of the YETP allocation must be expended for programs for in-school youth operated by agreement between the CETA prime sponsor and an LEA. A preliminary analysis of a sample of CETA/LEA agreements showed many more non-financial agreements, mostly in rural or small town areas, than financial agreements, which were found primarily in large cities. Most prime sponsors in rural areas had had little previous contact with educational agencies. In larger cities, prime sponsors generally negotiated more than one agreement and allocated more than 22 percent of YETP funds to collaborative projects. Rural agreements tended to be restricted to identification of eligible participants by educators. Urban agreements generally included the awarding of academic credit for work experience.

Both the Senate and House bills for the continuation and revision of CETA, the Comprehensive Employment and Training Amendments of 1978, incorporate YEDPA without change as part of Title IV of the new bill. (See Appendix I for relevant sections.)

Other sections of the proposed CETA legislation also authorize funding for linkages between prime sponsors and educational agencies as in the following section proposed by the Senate relating to Governor's funding under Title II -- Comprehensive Employment and Training Services; Part A -- Financial Assistance Provisions; Section 202 (d):

> One per centum of the amounts available for this title shall be available to the Governor of each State in the same proportion as that State's allocation under subsection (a) for encouraging coordination and establishing linkages between prime sponsors and designated educational agencies and institutions, and institutions providing training programs which are approved by the Secretary, and for services for eligible participants delivered jointly by manpower agencies and designated educational agencies and institutions.

The House bill does not include the one percent set aside but mandates consultation by the prime sponsor with LEAs about CETA training programs.

Within the CETA legislation, YEDPA continues to offer the principal focus on collaboration between educational and work institutions. YETP, for example, specifically mandates partnership agreements between LEAs and CETA prime sponsors in the implementation of projects and provides opportunities to use the broader community in the educational process. It mandates the awarding of academic credit for competencies gained from work experience, assuring a relationship between course work and work experience for in-school youth, and assuring the provision of job information, counseling, guidance, and placement services by school-based counselors.

A series of five regional workshops was held jointly by DOL and HEW during December 1977 and January 1978 for prime sponsors and representatives of LEAs to provide information and encourage collaboration on projects authorized under YEDPA. The establishment of local work-education councils, such as those in the National Manpower Institute's Consortium, was suggested as a means to bring educators and prime sponsors together with the private sector, a necessary element to provide opportunities for career exploration for students and to enable the implementation of YEDPA. The following are some of the highlights of the discussions in four seminars held at each workshop on Implementing YEDPA, Career Development, Work Experience, and Academic Credit. The discussions revealed a lack of general knowledge by LEAs of CETA and its regulations, and by prime sponsors of the problems of educators.[1]

Implementing YEDPA/LEA Collaboration

> Positive aspects of YEDPA implementation expressed by educators included the availability of new funds for education, the possibility of new roles for teachers in nontraditional instruction, and the flexibility permitted in the CETA/LEA agreements. Concern was expressed, however, about the threat of reduction of educational staff due to declining enrollment resulting from alternative educational sites.

1/ "Report on Joint DHEW/DOL Youth Employment and Demonstration Projects Act Workshops." Prepared for the Office of Youth Programs Employment and Training Administration, U.S. Department of Labor, by Dingle Associates, Washington, D.C., May 1978.

Participants indicated negative perceptions relating to a poor history of collaboration, restrictive CETA eligibility income guidelines, lack of sufficient CETA administrative funds, and the poor match of funding cycles between the prime sponsor fiscal year and the school year.

The needs and concerns for the future were for institutionalizing positive changes in the school systems, for experimenting with programs mixing youth of various income levels, and for programs to be continued long enough to fully determine their effectiveness.

Career Development

Participants considered it important to provide career development services to students as young as 14 and 15, rather than waiting until they are 16, in order to motivate them to study, to prevent their dropping out, and to overcome sex role stereotyping. This age group was considered ready to explore careers and to benefit from participation in field trips.

It was also stressed that the private sector must be more involved to provide on-the-job training, work experience, and job shadowing.

It was recommended that career resource centers be organized in schools to provide occupational information and career guidance, but the lack of reliable local labor market information was noted.

Work Experience

Work experience was defined differently by educators and by DOL, with confusion about terms such as stipends and allowances. Whether students receive reimbursement, the form of payment, and the payor differ depending on whether a program is school or CETA supported.

Participants thought that work experiences could be more effective if the interest and aptitudes of participants were more closely related to the placements, if LEAs participated in training worksite supervisors, and if the work was productive, not "make-work."

Academic Credit

Although there was a consensus that academic -- or graduate -- credit should be awarded for work experience, there was no consensus as to the mechanism for granting the credit, which is determined for many LEAs by state or local laws. Some educators felt that credit should be based on competencies achieved, which should not be measured by prime sponsors but only by accredited LEA staff, who should also monitor attendance and progress of the students at the work site.

* * * * * *

Work-education councils have been an excellent forum for the discussion of the above issues at the local level, for identifying other issues, and for clarifying concepts and the meaning of words or phrases interpreted differently by educators and employment and training professionals. They have enabled educators and prime sponsors to work together with other sectors of the community -- youth serving agencies, economic development agencies, labor, and employers -- to assist young people to successfully relate their educational preparation to their career development. In some instances councils have operated programs themselves.

Examples of Work-Education Consortium Council Involvement in Assisting CETA/LEA Collaboration

Non-Traditional Jobs For Women

Philadelphia, Pennsylvania

The Education to Work Council of Philadelphia, in conjunction with the YWCA, the School District of Philadelphia (Division of Career Education), the Philadelphia Chamber of Commerce, the Human Resources Development Institute/AFL-CIO, and the Bell Telephone Company developed a proposal and received funding from the Women's Bureau of the Department of Labor to conduct a Non-Traditional Jobs for Women Project. This project is one of several school-to-work transition programs supported by the Secretary's discretionary funds under YEDPA. Called PROVE for "Program Reaching Options (in) Vocational Education," the purpose of the project is to provide young women with the exposure to, and skills preparation in, career areas traditionally thought of as primarily for men. There are four general vocational areas where efforts will be concentrated: automotive studies, manufacturing (machines and metal work), graphic areas, and building and construction skills.

Council Involvement in Planning for Youth Incentive Entitlement Pilot Projects (YIEPP) Under YEDPA

Philadelphia, Pennsylvania

The Education to Work Council of Philadelphia worked closely with the Area Manpower Planning Council in developing the initial proposals for both Tier I and Tier II grants of the YIEPP section of the YEDPA legislation. Also involved in the process were the public and parochial schools, the Greater Philadelphia Federation of Settlements, the Chamber of Commerce, and the Council for the Revitalization of Employment and Industry. This collaborative effort resulted in a proposal on the basis of which Philadelphia was awarded a Tier II grant. During the proposal preparation, over 4,200 job commitments were obtained from the private sector for Tiers I and II. Tier II will provide for the placement of over 250 young people.

Council Involvement in Planning for Youth Incentive Entitlement Pilot Projects (YIEPP) Under YEDPA (continued)

New York, New York

The New York Association for Business, Labor and Education (ABLE) was instrumental in the development of a proposal for a $1 million YIEPP Project. The project provides jobs for approximately 500 students who agree to stay in or return to high school. The project is implemented by the CETA prime sponsor and involves the central Board of Education, several public and parochial schools, the borough Chamber of Commerce, local merchants' associations and large public employers serving the "Entitlement Area."

Accessing a Statewide Occupational Information System at the Local Level

Livonia, Michigan

The Work-Education Council of Southeastern Michigan initiated efforts to implement the Michigan Occupational Information System (MOIS) through the formation of the Western Wayne County Consortium for MOIS. The intent is to link national and regional occupational information to locally developed employment, education, and work experience opportunities.

The system will be accessed through the use of computer terminals placed at various in-school and non-school sites throughout western Wayne County. Information on the job market will be provided to youth and others seeking information, work experience, and/or employment. The Western Wayne County Consortium for MOIS and the Wayne County Intermediate School District have combined their resources to develop a MOIS delivery system. Two CETA prime sponsors provide funding. The Wayne County Office of Manpower (WCOM) is the principal source, with the Livonia CETA office contributing an additional $30,000. The prime contractor for WCOM funding will be the Wayne County Intermediate School District which will purchase a computer and 40 remote terminals and maintain the main computer equipment. The Western Wayne County Consortium will allocate the computer terminals to sites in the Consortium area and use them in conjunction with other industry-education programs to expand the impact on employment and training options for the region. MOIS later will be supplemented by daily updates from the local Michigan Employment Security Commission, the Livonia Youth Employment Service, and other sources. The state MOIS office will provide programming support, including updates on state-wide and national data.

Coordinating Employer Needs and Pre-Employment Education-Training

St. Albans, Vermont

The Community Education-Work Council of Northwestern Vermont is developing a project to pre-screen applications for new jobs generated by several out-of-state businesses that are planning to relocate in the St. Albans area. With special cooperation from one business that plans to move into the area

Coordinating Employer Needs and Pre-Employment Education-Training (continued)

during the summer of 1978, a collaborative effort has begun among Vermont Job Services, vocational education instructors and groups, CETA, the Target Area Action Program (economic development), and the education-work council. In addition to the pre-screening of applications for the new jobs (most of which require new skills to be gained on the job), an ongoing study will be done of the applicants and those eventually hired with an eye toward developing ways in which the schools and the community might better prepare their youth for these and other positions.

Computerized Career Information Program

East Peoria, Illinois

In conjunction with Illinois Central College (ICC), the Tri-County Industry-Education-Labor Council is currently establishing at the college a computerized Career Information Program (CIP) which will provide data concerning student interests, career opportunities both locally and nationally, job descriptions (including military occupations), and information on school and college programs and financial aid. It is projected that the program will be available to students (grades eight through college level) within the ICC school district by the spring of 1979.

CIP was developed at Joliet (Illinois) Community College with funding support from the Illinois Office of Education. Prime sponsors for the Peoria and Tazewell CETA Consortia, using YEDPA funding, have approved the council's joint proposal with ICC to purchase software and complete a community survey of local occupational and educational opportunities. The survey will be completed and local data will be incorporated into the software package in time for program implementation prior to the start of the 1978-79 school year. The program will be available without cost initially to all school districts in Peoria and Tazewell counties, and eventually to schools throughout the Tri-County area.

The Illinois Office of Education is supporting implementation of the batch-process computer program by lending its support to council and college activities planned for in-service training of area teachers and counselors and to the establishment of a Career Guidance Center at ICC.

The necessary software has been purchased and a coordinator has been hired to conduct a local occupational and educational opportunities survey. Funding from the Tazewell County CETA prime sponsor has been received and reimbursement of other expenses is expected from the Peoria CETA Consortium.

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In addition to these specific examples of council involvement with both LEAs and CETA in particular projects, councils have been engaged in various education-to-work activities with educators or prime sponsors and in encouraging and developing linkages between them.

Examples of Work-Education Consortium Council Involvement with LEAs

Education-Work Resource Guide

Augusta, Georgia

The Business-Education-Liaison of the National Alliance of Business's Augusta Metro has compiled an education-work resource guide for area students. The guide contains information on over 175 programs offered by local business and industry including opportunities for site tours, job and work counseling, classroom presentations, and general work and career information.

Building Linkages Between Sectors of Education and Work

Livonia, Michigan

The Work-Education Council of Southeastern Michigan has joined with the Livonia Public Schools to explore ways to develop more effective linkages between the world of education and the world of employment. The project starts from the assumption that neither educators nor youth have sufficient insight into various aspects of the world of work outside the school environment. It is the goal of Project CEBY (Collaborative Efforts to Benefit Youth) to introduce both educators and youth to working environments and career options.

Through collaboration among the education, industry, professional, government, and business communities, Project CEBY has initiated efforts to meet the need of young people for realistic knowledge and experience outside of the school environment. With the assistance of a contract from the U.S. Office of Career Education, this one-year project began October 1, 1977. To date, the council has held five community collaboration workshops and has established an advisory council to assist in the implementation of project activities.

Accomplishments of the project include updating of a Community Resources Guide, development of a Teachers' Community Resource Manual and a Student Record Manual, and conducting of workshops in career awareness with special emphasis on initiating contact (site visits, exchange programs, use of guest speakers from the community) between the education sector and the rest of the community.

Building Linkages Between Sectors of Education and Work (continued)

Gratiot County, Michigan

The Mid-Michigan Community Action Council is involved in the development and implementation of several projects that bring the education and employment sectors together in Gratiot County.

An annual Job Information Day provides a half-day cluster tour for all county ninth graders during which students are taken to work sites for observation and discussion of careers in specified areas. Close to 900 students participated in the April 1977 event.

An In-School Industry Program brings volunteers from business and industry into the schools to discuss economic education and how business and industry function.

The Career Exchange Day Program is an annual event providing a one-on-one, half-day, shadow exploration experience for all county eleventh graders. County Rotary clubs provide financial and volunteer support for the program.

The Share-a-Workday Program enables teachers to gain one to three days of on-the-job work experience designed to increase their classroom effectiveness.

School/Business Dialogues are conducted annually for the county's eleventh and twelfth graders, teachers, and counselors to promote communication on the realities of the business/industrial worlds and how they relate to formal education.

Development and Implementation of an Occupational Awareness Course for Educators

Wheeling, West Virginia

The Education-Work Council of the Upper Ohio Valley in conjunction with four area colleges, the local school district, and the West Virginia Department of Education has developed a course offering educators first-hand exposure to the business, industry, labor, government, service and economic leaders of the Wheeling area. The fifteen-week course includes ten in-plant or on-site field studies and five workshops held at Wheeling College and West Liberty State College. Participants are registered in the West Virginia University Graduate School for three hours of graduate credit taken on their own time. Teachers, counselors, and administrators from elementary, secondary, and postsecondary institutions are enrolled. The first group of 27 educators completed the fifteen-week course in April 1978 and a second group is scheduled to begin in August 1978. The course, which covers 10 of the 15 U.S. Office of Education Occupational Clusters, is now listed as a permanent offering in the West Virginia University Catalog and has been declared an exemplary program by university officials.

Summer Work-Education Program for Counselors

Charleston, South Carolina

The Charleston Trident Work-Education Council initiated a summer employment project in June of 1977, to give high school guidance counselors first hand work experience at the Robert Bosch Corporation, a local firm manufacturing fuel injection pumps for diesel engines. The intent of the project is to assist counselors in obtaining a more accurate view of occupations in industry so they can share this information with youth during the school year. The counselors worked in 19 different departments in the plant and met frequently with the plant director and personnel administrator throughout the project. At the end of the summer, the counselors prepared a statement suggesting curriculum changes to be shared with their school administrators. The program, the first of its kind in the Charleston area, was expanded to include 11 firms for 1978. The council has prepared a "learning plan" for the project to insure a quality learning experience and The Citadel, a local college, offers three hours of graduate credit for completion of the six-week course.

Exposure of High School Students to the Workplace: "The Shadow Program"

Buffalo, New York

The Shadow Program was established by the Niagara Frontier Industry-Education Council Inc. (NFIEC) in response to a request from the Superintendent of the Bureau of Cooperative Educational Services (BOCES) for more active business participation in preparing high school students for the work world. The program provides an opportunity for vocationally trained high school students to participate in a one week on-site "shadowing" of the daily activities of a practitioner in a particular career. This experience aids students in developing an understanding of the world of work and offers them a chance to see how their vocational training relates to the actual working experience.

Students from vocational education programs of both the Erie County BOCES and the Buffalo Public Schools are selected to participate in the program. Program administration and support services are provided by the NFIEC. Students are not paid for their participation in the program since it is part of their academic curriculum. They are insured under the schools' liability insurance policies. Placement of 100 students through the Shadow Program is the goal for the coming school year. This represents a 100 percent expansion from last year's program involving 50 students, and is possible because of the assistance of an MBA student intern from the State University of New York at Buffalo.

Examples of Work-Education Consortium Council Involvement with CETA Prime Sponsors

Occupational Information

St. Albans, Vermont

The Community Education-Work Council of Northwestern Vermont is working closely with the local CETA office, Champlain Valley Work and Training, to establish and stock an education and work resource library which will be available to all community residents. The CETA office has provided space and staff to coordinate the activity.

Enfield, Connecticut

Effective February 1978, the Education-Work Council of Enfield was awarded several grants from the Connecticut Department of Labor under the Comprehensive Employment and Training Act (CETA), Title VI. One project will inform the public, especially in-school youth and unemployed adults, of the potential employment opportunities available in the machining and metal working occupations, using a 16 mm. film and other material developed by the council. The film will cover the local need for these skills, descriptions of the jobs available, training necessary, local training opportunities, career advancement and mobility, and personal and job satisfaction associated with industrial employment.

Development of Linkages Among Community Groups Impacting Youth: Coordination for YEDPA

Philadelphia, Pennsylvania

The Education to Work Council of Philadelphia is establishing interlocking board representation with several organizations, meeting with leaders of local groups concerned with youth employment to discuss possible collaboration, and is working with the city's Youth Services Coordinating Office of the Youth Employment Task Force, which is charged with organizing Philadelphia's response to the YEDPA legislation. The council is also planning for coordination of summer youth employment projects, both those administered under CETA and those run by youth-serving agencies not funded through CETA.

Community Employers Services Unit

Lincoln, Nebraska

The local CETA prime sponsor, under contract with the Community Education-Work Council of Southeast Nebraska, has provided the funds to establish an "Employers Services Unit." The unit serves community employers in the coordination and provision of needed training programs for their employees. The unit is managed and directed by a governing board whose membership is currently composed of eleven private sector employers and one labor union representative, and works with the various local training institutions and private sector employers to assure the best possible training curriculum, training methods, and on-site training opportunities.

The Employers Services Unit represents the needs of all employers with special efforts directed toward the private sector. Major attention focuses on defining and providing new training programs and delivery systems designed to meet employers' human resource needs. The information used to formulate training approaches is based upon current and projected job openings.

CETA Presentation for Private Sector Business

New York, New York

New York Association for Business, Labor and Education (ABLE) assisted in the arrangements for a presentation by the New York City Department of Employment and Board of Education entitled "How CETA Money for Youth Programs is Received and Distributed in New York City." Currently 78 percent of CETA funds go to provide public sector jobs. It is hoped that by increasing the private sector awareness of CETA and its impact, private sector participation in CETA will increase.

APPENDIX I

"TITLE IV -- YOUTH PROGRAMS" -- Relevant Sections
of
Comprehensive Employment and Training Amendments of 1978

Part A -- Youth Employment Demonstration Programs

Subpart 2 -- Youth Community Conservation and Improvement Projects (YCCIP)

Section 427 (b):

No funds shall be made available to any eligible applicant except pursuant to an agreement entered into between the Secretary and the eligible applicant which provides assurances satisfactory to the Secretary that -- . . .

(2) projects will be conducted in such manner as to permit eligible youths employed in the project who are in school to coordinate their jobs with classroom instruction and, to the extent feasible, to permit such eligible youths to receive credit from the appropriate educational agency, postsecondary institution, or particular school involved; . . .

Subpart 3 -- Youth Employment and Training Programs

Section 433 (c):

The amount available to the Governor of each State under paragraph (2) of subsection (a) of this section shall be used in accordance with a special statewide youth services plan, approved by the Secretary, for such purposes as -- . . .

(2) providing labor market and occupational information to prime sponsors and local educational agencies, without reimbursement;

(3) providing for the establishment of cooperative efforts between State and local institutions, including occupational and career guidance and counseling and placement services for in-school and out-of-school youth; including coordination of state-wide activities carried out under the Career Education Incentive Act (P.L. 95-207). . . .

Section 433 (d):

(1) Not less than 22 per centum of the amount allocated to each prime sponsor under paragraph (1) of subsection (a) of this section shall be used for programs under this subsection.

(2) The amount available to each prime sponsor under paragraph (1) of this subsection shall be used for programs for in-school youth carried out pursuant to agreements between prime sponsors and local educational agencies. Each such agreement shall describe in detail the employment opportunities and appropriate training and supportive services which shall be provided to eligible participants who are enrolled or who agree to enroll in a full-time program leading to a secondary school diploma, a junior or community college degree, or a technical or trade school cer-

tificate of completion. Each such agreement shall contain provisions to assure that funds received pursuant to the agreement will not supplant state and local funds expended for the same purpose.

Section 436 (a):

. . . Each such application shall --

(1) describe the programs, projects or activities to be carried out with such assistance, together with a description of the relationship and coordination of services provided to eligible participants under this subpart for similar services offered by local educational agencies, postsecondary institutions, the public employment service, other youth programs, community-based organizations, businesses, and labor organizations consistent with the requirements of section 121 of this Act, and assurances that, to the maximum extent feasible, use will be made of any services that are available without reimbursement by the State employment service that will contribute to the achievement of the purposes of this subpart; . . .

(3) provide assurances, satisfactory to the Secretary, that in the implementation of programs under this subpart, there will be coordination, to the extent appropriate, with local educational agencies, postsecondary institutions, community-based organizations, businesses, labor organizations, job training programs, other youth programs, the apprenticeship system, and (with respect to the referral of prospective youth participants to the program) the public employment service system;

(4) provide assurances that in the implementation of programs under this subpart, there will be coordination, to the extent feasible, with activities conducted under the Career Education Incentive Act (P.L. 95-207) . . .

(10) provide that the funds available under section 433(d) shall be used for programs authorized under section 432 for in-school youth who are eligible participants through arrangements to be carried out by a local educational agency or agencies or postsecondary educational institution or institutions; . . .

Section 436 (b):

Each youth council established by an eligible applicant shall be responsible for making recommendations to the planning council established under section 109 of this Act with respect to planning and review of activities conducted under this subpart and subpart 2. Each such youth council's membership shall include representation from the local educational agency, local vocational education advisory council, postsecondary educational institutions, business, unions, the public employment service, local government and non-government agencies and organizations which are involved in meeting the special needs of youths, the community served by such applicant, the prime sponsor, and youths themselves.

Section 436 (c):

No program of work experience for in-school youth supported under this subpart shall be entered into unless an agreement has been made between the prime sponsor and a local educational agency or agencies, after review by the youth council established under subsection (b) of this section. Each such agreement shall --

(1) set forth assurances that participating youth will be provided meaningful work experience, which will improve their ability to make career decisions and which will provide them with basic work skills needed for regular employment not subsidized under this in-school program;

(2) be administered, under contracts with the prime sponsor, by a local educational agency or agencies, or a post-secondary educational institution or institutions within the area served by the prime sponsor, and set forth assurances that such contracts have been reviewed by the youth council established under subsection (b) of this section;

(3) set forth assurances that job information, counseling, guidance, and placement services will be made available to participating youths and that funds available for this subsection will be used by the local educational agency or agencies to the extent necessary to pay the cost of school-based counselors to carry out the provisions of this in-school program;

(4) set forth assurances that jobs provided under this program will be certified by the participating educational agency or institution as relevant to the educational and career goals of the participating youths;

(5) set forth assurances that the eligible applicant will advise participating youths of the availability of other employment and training resources provided under this Act, and other resources available in the local community to assist such youths in obtaining employment;

(6) set forth assurances that youth participants will be chosen from among youths who are eligible participants who need work to remain in school, and shall be selected by the appropriate educational agency or institution, based on the certification for each participating youth by the school-based guidance counselor that the work experience provided is an appropriate component of the overall educational program of each youth.

SECRETARY'S DISCRETIONARY PROJECTS

Section 438 (a):

(1) The Secretary of Labor is authorized, either directly or by way of contract or other arrangement, with prime sponsors, public agencies and private organizations to carry out innovative and experimental programs to test

new approaches for dealing with the unemployment problems of youth and to enable eligible participants to prepare for, enhance their prospects for, or secure employment in occupations through which they may reasonably be expected to advance to productive working lives. Such programs shall include, where appropriate, cooperative arrangements with educational agencies to provide special programs and services for eligible participants enrolled in secondary schools, postsecondary educational institutions and technical and trade schools, including job experience, counseling and guidance prior to the completion of secondary or postsecondary education and making available occupational, educational, and training information through statewide career information systems.

(2) In carrying out or supporting such programs, the Secretary of Labor shall consult, as appropriate, with the Secretary of Commerce, the Secretary of Health, Education and Welfare, the Secretary of Housing and Urban Development, the Secretary of Agriculture, the Director of the ACTION Agency, and the Director of the Community Services Administration.

(3) Funds available under this section may be transferred to other Federal departments and agencies to carry out functions delegated to them pursuant to agreements with the Secretary. . . .

ACADEMIC CREDIT, EDUCATION CREDIT, COUNSELING AND PLACEMENT SERVICES, AND BASIC SKILLS DEVELOPMENT

Section 445 (a):

In carrying out this part, appropriate efforts shall be made to encourage the granting by the educational agency or school involved of academic credit to eligible participants who are in school.

Section 445 (b):

The Secretary, in carrying out the purposes of this part, shall work with the Department of Health, Education, and Welfare to make suitable arrangements with appropriate State and local education officials whereby academic credit may be awarded, consistent with applicable state law, by educational institutions and agencies for competencies derived from work experience obtained through programs established under this title. . . .

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